P p.49 7-informal meetings open to entire community & P.T.A. meetings
8-meetings conducted in both languages
9-home visits
E 70 10-other (specify)*
p.105 11-project director personally involved in program dissemination. specify how

See Xerox Copy 19a,b,c

*12-parent visits to classes, parent conferences, participation in festivals, trips, tutoring. P p.50

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
E 71,p.12 3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,5
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
P p.50 — 2-community representatives to the school
See Xerox Copy 19c 3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify) P.T.A. meetings
0-method not specified

24.6 The school is open to the community through: 24.6 2
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 no
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

3. Adult Education, Parent and Community Involvement.

Program procedures designed to meet the objectives of adult education and parent involvement can be outlined only generally at this time. This is primarily due to the fact that these procedures will of necessity be executed within the context of a vibrant on-going community and therefore must be sensitive and adaptable to the immediate problems of the community. The following constitutes a description of the generic categories of procedures proposed to meet the program objectives.

a. Structured Instruction and Dissemination Procedures:

(1) The Technical-Vocational Institute staff in Albuquerque will teach parents and other adults in the target area such courses as reading in both Spanish and English, math, consumer buying, and home management.

(2) Instruction in the English language for parents of the bilingual children will be provided one evening per week by the school principal.

(3) Several special open meetings scheduled at the time of program initiation will be held. A prepared program on the bicultural-bilingual educational program will be presented to the parents by the staffs of the target schools.

(4) Publicity and program reports of the bilingual program will be disseminated at regularly scheduled P.T.A. meetings. It should be noted that parental involvement in P.T.A. programs in the project area can be successful if meetings are held at times and places convenient for the parents and in consideration of their special problems.

PARENT-COMMUNITY INVOLVEMENT

Over the recent weeks, from a single room, to the entire school, to the entire community, Coronado has represented itself in various cultural and instructional programs. Over half of a class' parents participated in a Spanish program presented by the students who spoke little or no Spanish in September. Well over 300 parents proudly watched their youngsters (K-6 graders) dance in the May Day Festival at Coronado School and a local television program spotlighted the bilingual team-teaching approach of the Coronado Project. The director, coordinator-consultant, a Spanish teacher and 10 children participated in the program. (The Coordinator-consultant "pinch-hit" for the English teacher who was sick.) A group of Senior Citizens performed New Mexican folk dances much to the delight of the student body. One little girl was heard to say: "My grandma can do that!" The teachers were also enthusiastic and hoped that the group will teach them the dances this summer. At the end of school, the community and school will share in a Play Day which is planned and run by the parents and aides with the help of the physical education teacher.

When asked to evaluate parent participation at the classroom level, all the teachers interviewed said that more parents are becoming interested in their children's education as evidenced by their more frequent visits to the school and their willingness to volunteer time or items, all of which has a positive affect on the child. Several added that they would like to see even more parent-community involvement next year. Suggestions ranged from teacher-initiated activities such as grandparents telling stories, parents cooking in the rooms or teaching songs to project-initiated activities such as training parents to be able to become more active in the education

(5) Regularly scheduled parent-teacher conferences in the school will be utilized to exchange information about the individual child. At these meetings, the teacher will counsel the parent as to how she may further help the child in his social and educational development.

(6) A Bilingual Advisory Committee will be set up to guide the project staff. This committee will be composed of 50% community people from the target district, also representatives from the Parish School Board and professional people interested in Bilingual Education. Consultants from the State in Bilingual Education and Early Childhood Education will be involved.

b. Parent Counseling Procedures:

(1) The program will provide a home/school counselor to establish relations between the school and the home and to provide parents with information about community services.

(2) The parents will be provided with health and safety materials developed by the schools.

c. Informal Program Procedures:

(1) Individual parents will be called upon to participate in informal sessions to discuss community problems with school personnel.

(2) Parents' recommendations of community resource personnel will be solicited.

(3) Improved lines of communication between school and parents will be established so as to best utilize community referral assistance.

25.2 Project's impact: 25.2 2

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program

E 70,p.1 2-Project mentions other schools in the local educational system have started bilingual programs

See Xerox Copy 20a,b 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 ~~Evaluator~~ Auditor has personally observed students in the program: 26.2 1

0-not mentioned
no-never
C 71,p.11 1-once or twice during the year
2-more than twice
Xerox Copy 20c 3-regularly
4-other (specify)

26.3 Evaluator has met with ~~teachers~~ aides: 26.3 1

0-not mentioned
no-never
E 70,p.99 1-once or twice during year
Xerox 20d Copy 2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
E 70,p.1 1-Pre-tests have been given to project group or sample
2- " will be " "
E 70,p.1 3-Post-tests have been given to project group or sample
See Xerox Copy 20a 4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

Question 25.2

Grant No. OEG-0-9-4100294240 20a

EVALUATION REPORT OF THE CORONADO BILINGUAL-BICULTURAL PROJECT - 1970-71

SUMMARY

The second year of this project added bilingual-bicultural instruction at the second grade level, extending the program vertically from K-2 and reaching 110 kindergarten, 120 first graders, and 120 second graders for a total of 350 pupils. Seventy-eight percent of this target group came from low-income families and their dominant language was not English. Ninety percent were from urban families and 10% from migrant families.

The main goal of the project was to enable each pupil to become competent in both standard Spanish and standard English, to know the differences and similarities between both cultures, and to show improvement in positive self-image. Parents were involved in the classrooms in learning activities such as cooking, folk-dancing, story-telling, arts and crafts, etc. They attended field trips with their children in large numbers. For the first time, in school year 1970-71, teams of mothers were trained to do oral language testing and were paid on the regular district scale for such assistance.

Baseline measures of non-verbal intellectual ability were secured by random sample (all samples in all types of testing were a minimum of 30% samples) testing with the Goodenough Draw-A-Man. Post-testing of the same sample revealed an average gain of 4.86 I.Q. points in kindergarten and 8.69 point gain in the first grade population. The second grade sample gained an average of 3.47 I.Q. points. The Tests of General Ability, Inter-American Series, were administered to random samples of kindergarten, first and second graders. The kindergarten sample showed an average 10.80 total raw score gain on the English version and an average of 15.82 total raw score gain on the Spanish version. The Tests of General Ability were administered

as baseline measures only in the first and second grades. Additional testing included the Inter-American Tests of Reading. Both the Spanish and English forms were administered to separate first and second grade samples.

The apparent success of the program led to the fanning-out of bilingual programming to the first grades of seven additional elementary schools in the district for the 1971-72 school year.

Statistical measures of affect are virtually impossible to report at the present state of the art. However, in the opinion of the Evaluation Office, the most powerful evaluation of the affective domain came when the 6th grade students were given the Spanish Placement Test in April, 1971. This test was developed and normed locally some years ago for the purpose of placing students in appropriate Spanish levels in the junior high schools. It should be remembered that the sixth grade students at Coronado have never received any instruction in Spanish since the program does not yet extend to the upper grades. In the past years, a maximum of 3 students at Coronado made passing grades on this test at any one testing period. In April, 1971, 62 students took the test, 48 passed the test, and 26 made perfect scores. These students are from the same background and neighborhood as those who preceded them and yet their scores were very much different from those former class members. Although not amenable to statistical analysis, this change cannot be attributed to an instructional program and must surely be a result of the program existing within the building.

On the basis of the foregoing, we are of the opinion that the program is achieving success for its students and should be continued both at this location and added to other schools as funds allow.

Question 26.2 20c

Instructional Program

Curriculum guides for the kindergarten, first, and second grades have been completed and are being used this year. As a result, the project is running much smoother this year than it was last. The teachers are much more secure in what they are teaching and have a much better understanding of the goals of the program.

It appeared to the auditor that the bilingual aspects of the program are being achieved at least in terms of out of classroom "spin-off." During a 1969-70 site visit the auditor counted five conversations in the Spanish language among the children on the playground. During this site visit the auditor estimates that approximately 10% of the conversations on the playground were in Spanish.

In interviews with parents of children in the project it was learned that 1) in one family of four children only one spoke Spanish and that one was a first grader in the project; 2) in one family with two children both speak Spanish but the kindergartener in this project speaks "correct" Spanish and corrects family usage at home. Both parents were very proud of the achievements of their children and praised the project highly.

Question 26.3 20 d

PROCESS EVALUATOR'S REPORT - MARCH, 1971

This month's report is based on observation and individual interview.

INSERVICE:

Guadalajara Institute: The group of seven teachers from this project who attended the summer training for teachers in Spanish, have been attending monthly "follow-through" meetings. The sessions, emphasising language and culture, were favorably evaluated by the participants.

Miami Linguistic Series Workshop: Those using the series (and the coordinator-consultant) attended a one day workshop which included demonstrations with both a "fast" and a "slow" group. All felt it was worthwhile and several commented that they wished it had taken place earlier in the school year.

Visitations/Consultants: The first grade teachers visited the Bilingual program at Las Cruces and discussed their impressions at the grade level meeting. The teachers frequently consult with each other and with specific A.P.S. consultants when problems arise.

TEACHER INSERVICE:

The first few sessions were frustrating until the tasks became more clear. After the decision was made to make no more changes in format, the work went faster and the group spirit picked up. Several teachers commented that the sharing of ideas and the knowledge of what the kindergartens are doing has broadened their understanding and view of the program as a whole. All reported that the hard work and long hours are worth it in terms of their job satisfaction. By the end of March, the work on the Kindergarten curriculum had progressed nicely.

TEACHER AIDE INSERVICE:

All the aides expressed their satisfaction with the beginning weeks of the workshop in which several articles and booklets on young children, learning processes and paraprofessional contributions to the classroom were read and discussed. At the time the process evaluator interviewed them, several expressed their discontent with the project to plan and then produce audio-visual aids for a specific learning experience designed for their grade level. Several reported that the actual planning was helpful and a good learning experience but that producing the materials was a waste of time. The reason given for the latter was that they needed all their spare time to work on the materials the teachers had requested, they didn't need further practice in making aids, and that the materials produced last semester were not being used. The syllabus for the course allows six sessions for the planning and preparation of these projects. Since their projects were to be planned in conjunction with the teacher's activities, the process evaluator feels that the projects were worthwhile but that the teacher needs to be informed of this feeling so that she can re-evaluate the project with the aides. Several remarked that, since they were spending more time working with children this semester, they wished the course included demonstrations with children followed by a micro-teaching situation.

Their comments indicate that the aides are able to evaluate their progress and their needs.

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T A B L E III

MEAN GAINS IN WORD AVAILABILITY - SPOLSKY TEST
FIRST GRADE - INTERVIEW ONLY

N=14	S_1	S_2	Mean Word Gain	E_1	E_2	Mean Word Gain
	78	142		361	385	
Mean	6	10	4	26	28	2

T A B L E IV

MEAN GAIN IN WORD AVAILABILITY - SPOLSKY TEST
SECOND GRADE - INTERVIEW ONLY

N=7	S_1	S_2	Mean Word Gain	E_1	E_2	Mean Word Gain
	66	131		174	240	
Mean	9	19	10	25	34	9

T A B L E V

MEAN GAIN IN WORD AVAILABILITY - SPOLSKY TEST
FIRST GRADE - SECOND SESSION

N=8	S_1	S_2	Mean Word Gain	E_1	E_2	Mean Word Gain
	57	139		190	226	
Mean	7	17	10	24	28	4

T A B L E VI

MEAN GAIN IN WORD AVAILABILITY - SPOLSKY TEST
SECOND GRADE - SECOND SESSION

N=8	S_1	S_2	Mean Word Gain	E_1	E_2	Mean Word Gain
	37	37		161	180	
Mean	5	5	0	20	23	3

20F

BILINGUAL PROCEDURES V-C (page 12)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined. C. GRADE LEVEL All Grade Levels

PROCESS E. PROGRAM OBJECTIVES

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. Process evaluation will be carried on continuously throughout the year to identify and monitor the potential sources of failure; interpersonal relationships, communication channels; logistics; understandings of the intent of the project by all concerned; adequacy of resources and physical facilities.	Daily- 20 hours/week throughout the school year 1970-71	The Process Evaluator (trained in elementary education, bilingual with a research background.	Written reports will be submitted each month and a summary written by June 15, 1971.
2. Teacher Inservice objectives are:			
a. Linguistic skills of the teachers will be improved through a variety of activities and media as measured by pre and post tests on skill acquisition.	Monthly throughout the school year 1970-71.	Bilingual education consultant from the University of New Mexico.	Final report written by June 15, 1971.
b. Teachers will develop teaching competencies in all areas of the elementary curriculum as evidenced by ratings of videotapes from each classroom.	Sept. 1970 February 1971 April 1971	Taping done by Evaluation Office with ratings by appropriate professionals from UNM.	Final report written by June 15, 1971.
c. Teachers will reinforce Hispanic Southwest culture and traditions. Degree of achievement of this objective will be determined by continuous process evaluation.	Monthly throughout the school year 1970-71.	Process Evaluator	Final report written by June 15, 1971.

Question 27 o

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BILINGUAL PROCEDURES V-C (page 12)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined. C. GRADE LEVEL All grade levels

P R O C E S S E. PROGRAM OBJECTIVES

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
d. Teachers will adapt and create innovative curriculum materials and submit them to a bilingual curriculum specialist.	Monthly throughout the school year 1970-71.	Bilingual Curriculum Specialist	Final report written by June 15, 1971.
3. Management-Performance objectives as outlined in the proposal will be monitored by the Process Evaluator and by the Independent Educational Accomplishment Auditor continuously.	Process evaluation continuously. IEAA - 3 times/yr.	The Process Evaluator. The IEAA.	Monthly reports. Reports after each site visit and a final report by June 30, 1971.
4. Adult Basic Education The degree to which parents of children in the Bilingual Project are stimulated to seek further education for themselves will be assessed by records kept of the number of parents participating in the ABE program.	Semester enrollments, 1970-71.	The Project Director or his designee.	Final report by March 31, 1971.
5. Parent Involvement.			
a. A monthly narrative report will be submitted by the Community Liaison Worker concerning the number of contacts made and activities developed to increase parent/school cooperation.	Monthly	Community Liaison Worker	Final report by April 30, 1971.
b. The Process Evaluator will also include this area in his monthly report.	Monthly	The Process Evaluator	Final report by June 15, 1971.

20h

BILINGUAL PROCEDURES V-C (page 11)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined C. GRADE LEVEL Preschool

D. NO. OF PARTICIPANTS 120 PRODUCT E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. The Spolsky test for language dominance and oral proficiency in both English and Spanish will be administered to all preschool children as a baseline measure for instructional groupings.	Sept. 7-30, 1970	Evaluation Office	Final report by Oct. 1, 1970.
2. The Goodenough Draw-A-Man Test will be administered to a randomly selected sample of preschool children as a baseline measure of non-verbal intelligence.	Sept. 7-30, 1970	Evaluation Office	Final report Oct. 15, 1970.
3. The Test of General Ability - InterAmerican Series, Preschool Level - Experimental Edition, will be administered to a randomly selected sample of preschool children in both Spanish and English as a baseline measure of both verbal and non-verbal ability.	Week of Sept. 7, 1970	Evaluation Office	Final report by October 1, 1970.
4. The children in the preschool classes will improve in oral language competency in both Spanish and English as measured by videotapes of a randomly selected sample of children responding to a structured dialogue in each language.	Sept. 1970 February 1971 April 1971	Evaluation Office will tape & submit to a panel of experts in bilingual education for ratings.	Reports Oct. 1970 March, 1971 May 1971

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BILINGUAL PROCEDURES V-C (page 11)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined C. GRADE LEVEL Preschool

D. NO. OF PARTICIPANTS 120 P R O D U C T E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
5. The degree of development of positive self-image and social behavior will be evaluated by individual ratings of the children on the Bessell-Palomares Human Development Rating Scales.	Nov. 1970 Jan. 1971 April 1971 June 1971	Teachers	Reports in Nov. 1970 Jan. 1971 April 1971 June 1971
6. Cultural enrichment through materials, field trips, etc. will accrue to the children during the year. No measurement is possible, but records will be kept of cultural experiences.	Monthly throughout the school year.	Project Director or designee.	Final reports June 1971.

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BILINGUAL PROCEDURES V-C (page 11)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE not yet determined C. GRADE LEVEL First Grade

D. NO. OF PARTICIPANTS 110 P R O D U C T E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. The Spolsky test for language dominance and oral proficiency in both English and Spanish will be administered to all first grade children as a baseline measure for instructional groupings.	Sept. 7-30, 1970	Evaluation Office	Final report by Oct. 1, 1970
2. The Goodenough Draw-A-Man Test will be administered to a randomly selected sample of first grade children as a baseline measure of non-verbal intelligence.	Sept. 7-30, 1970	Evaluation Office	Final report by Oct. 15, 1970.
3. The Test of General Ability - InterAmerican Series, Level 1 - GA-1-CE (English) and HG-1-CEs (Spanish) will be administered to a randomly selected sample of children as a baseline measure of both verbal and non-verbal ability.	Week of Sept. 7, 1970.	Evaluation Office	Final report Oct. 1970
4. The children will demonstrate ability to read at the primer level in both Spanish and English as measured by the InterAmerican Series - Reading Tests, Level 1 - Form R-1-CE (English) and Level 1 - Form L-1-CEs (Spanish) administered to a randomly selected sample of pupils.	Week of April 15, 1971	Evaluation Office	Final report May 1971

20K

BILINGUAL PROCEDURES V-C (page 11)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined. C. GRADE LEVEL First Grade

D. NO. OF PARTICIPANTS 110 P R O D U C T E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
5. The degree of development of positive self-image and social behavior will be evaluated by individual ratings of the children on the Bessell-Palomares Human Development Rating Scales.	Nov. 1970 Jan. 1971 April 1971 June 1971	Teachers	Reports in Nov. 1970, Jan., April and June, 1971
6. The children will perform in the basic language skills required in the Miami Linguistic Readers as measured by a teacher-made test.	Week of April 1, 1971	Teachers	Final Report May 1971
7. Cultural enrichment through materials, field trips, etc., will accrue to the children during the year. No measurement is possible, but records will be kept of cultural experiences.	Monthly throughout the school year	Project Director or designee	Final report June 1971

BILINGUAL PROCEDURES V-C (page 11)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined. C. GRADE LEVEL Second Grade

D. NO. OF PARTICIPANTS 120 P R O D U C T _ E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. The Spolsky test for language dominance and oral proficiency in both English and Spanish will be administered to all second grade children as a baseline measure for instructional groupings.	Sept. 7-30, 1970	Evaluation Office	Final Report Oct. 1, 1970
2. The Goodenough Draw-A-Man Test will be administered to a randomly selected sample of second grade children as a baseline measure of non-verbal intelligence.	Sept. 7-30, 1970	Evaluation Office	Final report Oct. 15, 1970
3. The Test of General Ability - InterAmerican Series, Level 2 - GA-2-CE (English) and HG-2-CEs (Spanish) will be administered to a randomly selected sample of children as a baseline measure of both verbal and non-verbal ability.	Week of Sept. 7, 1970	Evaluation Office	Final Report October 1970
4. The children will demonstrate ability to read at the second grade level in both Spanish and English as measured by the InterAmerican Series - Reading Tests, Level 2 - Form R-2-CE (English) and Level 2 - Form L-2-CEs (Spanish) administered to a randomly selected sample of pupils.	Week of April 15, 1971	Evaluation Office	Final report May 1971

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BILINGUAL PROCEDURES V-C (page 11)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined. C. GRADE LEVEL Second Grade

D. NO. OF PARTICIPANTS 120 P R O D U C T _ E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
5. The degree of development of positive self-image and social behavior will be evaluated by individual ratings of the children on the Bessell-Palomares Human Development Rating Scales.	Nov. 1970 Jan. 1971 April 1971 June 1971	Teachers	Reports in Nov., 1970 Jan., April and June, 1971
6. The children will perform in the basic language skills required in the Miami Linguistic Readers as measured by a teacher-made test.	Week of April 1, 1971	Teachers	Final report May 1971
7. Cultural enrichment through materials, field trips, etc., will accrue to the children during the year. No measurement is possible, but records will be kept of cultural experiences.	Monthly throughout the school year.	Project Director or designee	Final report June 1971.